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The Musket

LEXINGTON HIGH SCHOOL'S STUDENT-RUN NEWSPAPER SINCE 1969

Inside LexHack
Lexington High School students put their programming skills to the test at the second annual LHS hackathon.
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Fall Athlete Profiles
Varsity athletes Emily Devine, Taryn Waite and Zachary Manickas-Hill discuss dedication and passion for fall sports.
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Volume LVII Issue I — October 2015

New GSA adviser seeks to increase group involvement

Catherine Cheng
A&E Editor

Matthew Willis, a guidance counselor in the World Language building, has taken on the new role of faculty adviser of the Gender and Sexuality Alliance, bringing with him new initiatives, experiences, leadership style and even a new meeting time.

Willis' primary goal is to continue to make the GSA a safe space to conduct conversations and ask questions, as well as a resource for faculty and students. Willis also hopes to increase the members of the GSA by amassing more straight allies.

"The GSA is open to everyone, it is really a cross-section of the community. There are all types of people here," Willis said.

One step that Willis and the GSA have taken this year to increase the number of members was changing the meeting days to Tuesdays from 3-4 p.m. in room 610, to allow METCO students to attend these meetings, as there is a late bus on Tuesdays.

Additionally, the group plans to schedule specific themes or topics for each meeting.

"I think that having a focus for each day will make the club more accessible to people who only come sometimes so that they know when things that interest them are happening and are motivated to come those days. Students with their own theme ideas can also plan to lead their own meetings which I am super enthusiastic about," senior Riley Hellinger said. They have been involved with the GSA since 2013.

Hellinger said of Willis' leadership style, "As Mr. Willis is shifting group structure and meeting times, he is currently facilitating all meetings. He is a friendly and approachable advisor. He is open to suggestions and ideas from students…"

Willis is also considering an invite-a-teacher day where members of the GSA will invite their teachers to attend a GSA meeting to learn more about what the GSA does. Further, he hopes to attend the Youth Pride event in Boston, which involves a march including GSAs from across Massachusetts. In meetings throughout the month, Willis said "we are going to be planning in the other meeting periods of the month discussion topics, activities, guest speakers, or major events."

Despite some of these changes and new ideas, Willis still plans to maintain the supportive and open environment. "The GSA has a really strong tradition of having open conversation about topics that are important to members. So we will definitely be continuing that about once a month," Willis said.

When asked what he has learned from GSA members, Willis said, "I learn more from students than from anyone else, on how to support students. I also learn what are the latest evolutions in language because there is a variety of terms that are associated with sexual identity and gender orientation, and they change a lot. Students tend to be really be in the know."

This is Willis' first year as a member of the Lexington High School GSA, although he has been in other similar organizations. He first got involved in the GSA's work in college, when he first came out. His first GSA work was with the Wilde-Stein alliance, and was a part of his job at the Rainbow Research Center at the University of Maine. His role in LHS' GSA is two sided as he not only helps organize events and icebreakers, but also supports and advocates for the issues that LGBTQ students face.

Willis had classmates in high school who were severely bullied and tormented even before they came out, to the point where one had to strop out of school, and other committed suicide in his twenties.

"I grew up in a high school where I didn't know any students who were out as LGBTQ. I myself did not come out until college. I didn't have a GSA at my high school," Willis said. "The work of the GSA is so simple, but so important, that to have the opportunity to work with students in what can be a lifesaving organization, was an opportunity that I didn't want to miss."

Study spaces and locations offer different resources to students

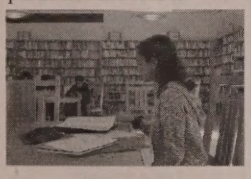
Andrea Michelson
Editor-in-Chief

Lexington High School Library:

The school library is a classic LHS study spot. Located in the main building across from the guidance registrar, the library is accessible during slightly extended school hours. The library closes at 4:30 p.m. Monday through Thursday, and at 3:30 p.m. on Fridays, so it is important to keep the hours in mind when planning to get some work done.

Most of the textbooks in the LHS curriculum are available, as well as computers and laptops. Beware: there is usually a mad dash to claim computers and books after school, making it impossible to guarantee that the resources will be available when needed. A definite benefit of working in the library is the free 10 pages of printing per day, which can be a life-saver for last-minute essay edits.

If a medium-to-high noise level, a strict ban on food and drinks, and the spotty school Wi-Fi don't faze you, the school library is an adequate location to work during a study hall or for a couple hours after school.



The Commons:

Commons I and II are almost always full of upperclassmen on their free blocks and early risers who get to school before the first bell. While it's easy to find an open chair, it takes a zen-like concentration to actually get work done in the Commons. Between the constant flow of people and the raucous noise level, you're more likely to make a new friend than to finish last night's math homework when you attempt to study in the cafeteria.

However, the Commons are perfect for a study-snack combo, and a perk of studying on the LHS campus is that teachers are right down the hall to answer any homework questions. Don't count on lingering for too long after school though; the janitors are vigilant to stack the chairs and start cleaning at 2:25 p.m. on the dot.

Cary Memorial Library:

Just a short walk away from LHS, the town library is a quieter and larger study spot than any school location. Walk through the heavy double doors to enter a studious bookworm's idea of paradise: countless biographies are accessible for research, several shelves of fiction books are available for a quick pleasure reading break and the plush couches and armchairs create a comfortable study environment.

Computers, free Wi-Fi and outlets are almost always available, and most LHS textbooks can be found with the help of a librarian. For collaborative learners and group projects, there small groups of tables and chairs where noise is tolerated. Those who need silence to study will be pleased to learn that quiet rooms are rentable at any hour.

Staff photos by Abby Quint and Niha Putta

The Cary library is open from 9 a.m. to 9 p.m. with abridged hours on Fridays and weekends. Though the parking lot is known to be a nightmare, the town library is a great spot to study on the weekends or after school if the LHS library provides too many distractions.

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Editorial

Population problem demands solution

With each passing year, the population of students that occupies the crowded hallways of Lexington High School seems to double in size. While this may not be the exact case, the size of the incoming freshman classes has indeed grown.

In the past eight years, the freshman classes have grown from 471 students in 2007 to 555 students in 2014, and increasing enrollment numbers in current elementary schools project a surge of incoming high schoolers in the near future.

While crowded halls and packed lunchrooms are greatly aggravating to current LHS students, daily inconveniences alone cannot support a case for school expansion. More serious is the steadily decreasing availability of school resources, namely classroom space.

LHS students and faculty are familiar with the modular classrooms that have appeared on campus in the past two years. While mods have served the purpose of providing additional classroom space for the latest influx of freshmen, they cannot accommodate the population growth that LHS expects in the next decade nor will there eventually be enough space to construct additional mods in a reasonable proximity to the high school.

In a recent letter to Lexington Public Schools parents and staff, School Committee Chair Jessie Steigerwald acknowledged that the modular classrooms were built with the intention of "meet[ing] immediate programmatic needs at LHS." In other words, the mods are merely a temporary fix for the ongoing overcrowding issue. The time has come for a lasting solution.

Building a fifth building on campus is one potential resolution. This additional building could hold some of the arts and humanities classes that currently meet in the main building and the mods.

However, with a possible addition comes the issue of space. Much of the land around LHS qualifies as a wetland and is subject to strict conservation laws. It is unlikely that construction of a school-sized building in close proximity to the LHS campus would be feasible.

Another solution would be to build a second, separate high school in a different part of Lexington. This system could be modeled after Newton North and Newton South, or if the Lexington student population is not large enough, the new school could follow the example of Acton-Boxborough and take students from a neighboring town.

However, building and sustaining an additional school is a costly task, so this solution may not be economically viable. Even if the budget was shared with another town, the issue of competition comes into question. LHS is an extremely competitive school as

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Unsigned editorials reflect the opinion of the majority of the editorial board.

Cultural appropriation differs from appreciation

■ Richard Huang
Opinion Editor

As Miley Cyrus came out on stage to host the 2015 MTV Video Music Awards, she once again stirred up a controversy, this time for wearing dreadlock extensions, a traditionally African-American hair style. Sadly, this was not an isolated instance of cultural appropriation for Cyrus, who has previously been called out for "twerking" and using black women as props in her performances. Perhaps even more tragic is the degree to which cultural appropriation has been normalized in both the music industry and our everyday lives.

Cultural appropriation occurs when someone adopts certain aspects of another culture that is not their own. However, this concept is also deeply intertwined with power relations. A more refined definition would be when someone takes a marginalized group's culture without permission.

Growing up, I learned to assimilate as a survival tactic. I quickly learned to not bring my homemade Chinese noodles to lunch, as although they were delicious to me, often lead to people switching seats or comments on my "gross" or "smelly" food. So, I opted for the safer choice of sandwiches and pizza. Understandably, I was confused when my friends expressed their jealousy when someone else had leftover Chinese take-out for lunch.

I was often reduced to stereotypes by my peers - a cheap, smelly nerd who spends his time doing extra math problems. As I tried to shed off these stereotypes, I was inevitably forced to distance myself from my own culture and assimilate myself into a society that did not want me.

So naturally, I am frustrated when I am deemed too "traditional" or "not open enough" when I celebrate my culture, while others are able to come along and commodify certain pieces of my culture and be hailed as "trendy" or "expressive".

The same happens on a larger scale, most notably in the fashion and music industries. Cyrus is not an exception; countless celebrities and singers have been criticized for cultural appropriation, such as the misuse of the bindi by Selena Gomez in her music video for "Come and Get It", the co-option of hip-hop by Iggy Azalea, and the horrendous Asian-culture-buffet by Katy Perry during her performance of "Unconditionally" at the American Music Awards in 2013.

These artists have often attempted to blow away accusations by saying that they were simply showing their appreciation for these cultures. However, there is a thin line between cultural appreciation and cultural appropriation. One involves having a deep understanding of and paying homage to a culture, as well as understanding the ways in which society marginalizes these cultures. The other involves taking aspects of a culture for personal gain, however unintentional the act may be.

In society today, the me-

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Timeline of Modern Cultural Appropriation

May 2013: Selena Gomez tries on a bindi and some Bollywood dance moves "Come and Get It" music video.

August 2013: Miley Cyrus "twerks" with a group of black female backup dancers at the VMAs.

November 2013: Katy Perry indulges in an "Asian buffet" of cultural appropriation at the AMAs.

August 2014: Taylor Swift pulls a Miley and uses black female dancers as props in her "Shake It Off" music video.

July 2015: Kylie Jenner posts a picture of her hair in cornrows on Instagram, sparking a Twitter fight with Hunger Games star Amandla Stenberg.

August 2015: Miley strikes again at the VMAs with her hair in dreadlocks, just months after half-black star Zendaya Coleman was criticized for wearing the same style.

— compiled by Andrea Michelson, Editor-in-Chief

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2015-2016

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Local stores build Lexington charm

■ Avery Gehring
Staff Writer

Stores in Lexington are undergoing a transition. It seems that every new season comes with the loss of a local business. This year's losses have been especially significant with the closings of Tutto Italiano, Valentine's, Elephant's Trunk and Candy Castle.

These closings have been upsetting for many Lexingtonians. Sure, places like Panera can be fast and inexpensive when going out for lunch, but the experience is not unique or intimate — one can easily find the services offered in these chains elsewhere.

The environment and goods sold in local businesses require hard work and thoughtful consideration. Kristin Smith, owner of A Pocketful of Posies (a gift shop in Lexington center), said, "[Running a small business] requires creative thinking and a lot more effort than just putting an ad in a paper."

This effort and passion is evident through interactions with customers; store owners and employees serve patrons with joy and have a strong willingness to help and give back to the community. Shopping at local businesses also gives shoppers a more intimate connection with the goods and shops, something much more rewarding and educational than a quick "in and out."

Independent stores in Lexington bring unique products that often are not available in other places. The owners' rich personal experiences and dedication are evident in the quality of the service and products in local stores.

However, this is not the case in many chains, who often hire workers with no real attachment to or background knowledge concerning the businesses they work for. The love and effort shown by independent store owners were clear even through the short interactions I had with them during the writing of this article; they were extremely willing to help and would even go out of their way to give me as much information as they could.

The value of local businesses goes well beyond the good and services offered. Sure, it may be cheaper or more convenient to shop at chains, but the intangibles of shopping at a locally owned store simply cannot be replaced. We must appreciate the outstanding dedication these amazing independent store owners provide us. Each store adds a little flavor and energy to the town, and ultimately is what makes Lexington special.

Point of View: Local vs. Chain Stores

Students debate the pros and cons of locally-owned businesses versus chain stores.

Chain stores offer convenience and variety

■ Eunice Kim
Staff Writer

The recent closing of several local stores has stirred up much controversy and grief in Lexington. However, chain stores, though not as warm or welcoming as local businesses, offer services and products that are indispensable to our community.

Local stores are often smaller, have less variety in goods and services and usually serve a single purpose, whereas chain stores have larger selections of products. A trip to CVS can replace a trip to the coffee shop, candy store, pharmacy and photo store, saving both time and energy.

Chain stores also offer similar goods and services for lower prices. Local businesses sell many handmade or higher-end products but at higher and sometimes unreasonable prices. Chain stores by nature are able to offer discounts and promotions, making buying from them economically smarter, especially for high schoolers. Having generic brand items also reduces the cost for consumers.

Although the customer service in chain stores may be subpar compared to local stores, some enjoy the peace of shopping in larger stores.

"People who work [at chain stores] aren't particularly attached to their establishment, so they don't bug you as much," Mei Pearlstein, a sophomore, said. An overly-enthusiastic store employee often adds to the stress of high schoolers. While paying for extra service or a more comfortable environment may be welcome indulenges they are non-essential elements of a shopping experience.

Familiarity also makes chain stores appealing. Ordering at a Starbucks in Lexington is the same as ordering at a Starbucks in Seattle. The reputation of the store name means that there will be more reliable service and products no matter where the store is.

Though the experience of shopping at a local store is unique and different, it is also a luxury that most high schoolers cannot afford. Obviously, local stores add an important and unique aspect to our community, but are not always accessible or convenient. We should work to preserve local businesses, but should also recognize the important role that chain stores play in Lexington. Our fast-paced lives make the efficient, clean-cut services at chain stores an essential element of our community.

— Additional reporting by Richard Huang

Teachers aim to integrate technology in classrooms

■ Ethan Kleppner
Staff Writer

In classrooms all around the campus, glowing screens and colorful app icons are quickly becoming the "norm" of a classroom experience as students and teachers collectively assimilate new mediums of educational technology into daily routines.

This is part of the larger worldwide one-to-one computing initiative, first implemented in the late 1990s, which allows schools and colleges to issue students electronic devices to access educational materials. During the 2013-2014 school year, Lexington High School was awarded a $55,000 grant from the Lexington Education Foundation to begin its own iPad pilot program. Thanks to its success, the school is continuing to grow and develop this initiative for the benefit of students.

Stephanie Hoban, an instructional technology specialist at LHS, explained the current extent of the iPad pilot program. "We have a shared cart model in three grade nine joint history and English classes and a one-to-one model in grade 10 conceptual classes, and this year we have a one-to-one model in two grade 11 American studies classes. The tech department will sponsor and oversee iPad usage," she said. Students will be using educational iPad apps such as Notability, Explain Everything, Google Classroom, Google Apps for Education, Adobe Voice and Thinglink.

LHS biology teacher Reginald Hobbs said that, in addition to the previous apps listed, his conceptual biology classes use Socrative, Screen Chomp and Quizlet, all of which help students study and assess their learning. He also implements the Substitution, Augmentation, Modification, Redefinition Model, a teaching method designed to progressively interweave and "normalize" the role of technology into traditional classroom learning techniques. Developed by Ruben Puentedura (the founder and president of Hippasus, an education-based information technology consulting firm), the plan calls first for the replacement and improvement of old tasks with computerized counterparts, then ultimately the creation of new possibilities entirely centered around technological systems.

Hobbs hopes to improve his own teaching process with the help of Puentedura's technology-driven approach. "The change in the learning process is huge using technology with the SAMR model in mind. The iPad allows students freedom and flexibility to control their learning and interact with the world and their classmates in unique ways," he said.

Kristen DePesa, a freshman year English teacher, agreed on the benefits of almost exclusively using the iPads in class. "In my digital classroom, one of the apps I use consistently is Google Classroom, as well as Google Docs and Drive. These apps have made it easier to disseminate and collect work, and they have improved the workflow of my classroom," DePesa said.

The iPad pilot program allows DePesa's classes to do more than complete and submit documents, however. "I also like to use apps that allow for project-based learning, such as iMovie and Adobe Voice," she said.

Unfortunately, there are severe disadvantages to using iPads, rather than the more traditional papers and pencils. Hobbs explained how the regular app updates have negatively affected his teaching.

"Every day is a challenge, often due to the fact that the apps are constantly being updated, changing and modifying. As the teacher, you have to work with the students to solve [technologi-

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Teacher Tools

Notability
used for working on PDF files. Students can draw diagrams, jot down notes or insert text boxes on the document, then re-download the PDF and submit it to their teachers.

Explain Everything
allows both students and teachers to create interactive presentations complete with images, videos, graphs, diagrams and their own drawings.

Thinglink
allows users to upload images and insert icons that, when clicked, lead to videos, articles and other digital media.

Socrative
allows teachers to easily assess their students with quizzes that give instant feedback.

Adobe Voice
designed for the iPads. Instead of taking videos with another camera, Voice encourages users to record their voices and pair them with a wide library of HD stock photos.

— compiled by Ethan Kleppner, Staff Writer

Student-run hackathon LexHack takes place Sept. 19

■ Hanna Tuomi
Staff Writer

The second annual student-run LexHack hackathon was hosted at Lexington High School on Saturday Sept. 19.

Organized by current LHS students, the event allowed high schoolers with all levels of computer programming experience to spend 12 hours developing a hardware or software project with a variety of programming languages.

At the end of the day, two rounds of judging determined the recipients of the first, second, third and beginner prizes. Prizes ranged from speakers to programming lessons.

LexHack presented students with the opportunity to experience an abridged 12-hour version of a typical college hackathon which tends to last anywhere between 24 and 36 hours.

"[12 hours] seemed a lot easier for high schoolers… especially for beginners it's not as easy for them to focus for longer periods of time," said organizer Noah Moroze, an LHS senior. The logistics of using the high school building also imposed a time limit on the event, Moroze said.

Michael Yang, another organizer and LHS senior, said the objective of LexHack was for participants "to just focus and create a project all at once, along with other peers at the event."

"We wanted LexHack to not only encourage students to program more and learn by doing, but also get students who had never programmed at all before interested in the field," Yang said.

Moroze agreed that LexHack was organized to be a learning experience for programmers rather than a competitive event.

"We emphasize not just trying to make something to win but making something you want to make," Moroze said.

With the help of sponsors, the participant entrance fee for LexHack was free. Businesses were encouraged to contribute money and food to the event. LexRobotics, the LHS robotics team, also helped provide parts to teams developing hardware projects.

The collaboration between the two organizations made the LexHack coordination easier, said Clive Chan, another organizer and senior at LHS.

However, "we try to be independent from any other organizations at the school," Chan said.

Financial sponsors included KTByte, Facebook Boston, Treehouse, Lob, LexRobotics, Startup Vitamins, Wolfram and Sticker mule, while food sponsors tended to be more local, including Bertucci's, Upper Crust, Via Lago, Ruyi and Rice Cube.

The day began with opening ceremonies and at 9 a.m., the 12 hours of hacking began.

"Programming a game takes a lot of time, and [LexHack] provided a lot of contiguous time," said LHS sophomore Markus Tuomi. "It can be a little tiring, [but] as long as you are prepared to do productive work for the good part of 12 hours it is a blast and super fun to do."

Throughout the day, participants took snack, lunch and dinner breaks and participated in activities such as a badminton tournament and Super Smash Brothers. Justin Li, a sophomore LexHack participant said, "I hoped to just have fun when attending the hackathon."

Although teams develop the projects individually, they had access to mentors who could help groups get started, learn new programming languages and solve issues.

Mentor and organizer Luke West, an LHS junior, said each team had access to a website designed and programmed by the organizers where at any time they could select an issue and text a mentor to come over to that room and help fix the problem.

Moroze said the website allowed organizers to post announcements live on the SMART Boards. After 12 hours of hacking, participants presented their projects to judges in two rounds.

"The feeling of accomplishment after finishing the game was worth the time and effort put in," Li said.

All teams participated in the first round of judging and presented to a pair of judges. After the first round, the top five teams were called back to present to all of the judges before a final decision about winners was made. Prizes were awarded based on the

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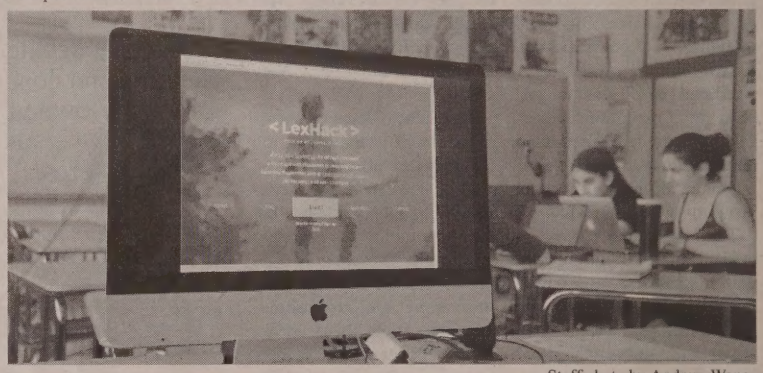


Staff photo by Andrew Wang

Students participate in LexHack on Sept. 19. Participants developed hardware and software projects in the hopes of winning a variety of prizes.

Extended homeroom on hiatus

■ Colin Cantwell
Sports Editor

Extended homerooms will not be held this year, in response to feedback from faculty and students.

The administrative team decided over the summer to take a one year hiatus from extended homerooms. "We'll step back for a year or so and reevaluate what we were trying to do and see if there's another way we can come at it," said Laura Lasa, principal of Lexington High School.

The decision was made after the administration had received consistent feedback in the last two years about extended homeroom. "People liked the idea, what we were attempting to accomplish with extended homeroom, but we didn't have enough time to prepare the faculty for extended homeroom," Lasa said.

In the past, extended homerooms had been held approximately once a month, and focused on LHS Social and Civic Expectations. Students participated in various activities centered around these themes.

Though extended homerooms used a diverse mix of activities, the intent was always to foster relationships between students and their homeroom teachers. However, this idea did not translate in practice. "The idea of the homeroom teacher is to be a trusted adult that kids can relate to," said Lasa, "but we have difficulty keeping the exact same homeroom teacher for four years."

Peer leaders also helped facilitate extended homerooms, leading the activities for the students in place of the homeroom teacher. Peter Lawrence, a junior peer leader, thought that it was difficult to keep the messages being presented interesting to the student body. "A lot of [the messages] had useful applications for school and other social situations, but the messages were missed due to lack of interest," said Lawrence

The administration will work with the Student-Faculty Senate to discuss new ideas for extended homeroom for next school year. "Maybe we'll have one or two a year, where there's a particular theme that we're working on," Lasa said.

PSAT testing date switched to Wednesday

■ Mandy Quan
Ryan Leung
Online Editors

For the 2015-2016 school year, Lexington High school will be switching the PSAT test day from Saturday morning to Wednesday during school hours, as required by College Board.

According to the College Board website, the PSAT testing date has changed to a Wednesday "because [the] data and feedback from schools shows that school-day administrations expand student access… Wednesday testing enables students to take the PSAT/NMSQT without having to find transportation or miss work, sports or other extracurricular activities that can often conflict with Saturday test days."

Manjula Karamcheti, LHS Assistant Director of Guidance, agrees with College Board's change and believes that in some ways it makes taking the test much more accessible because many students have other commitments on weekends.

Many LHS students are also in support of this change. Evan Fang, sophomore, said, "I guess Wednesday is kind of better because then we get to miss some school and also you're going to be at school anyway, but Saturday people might have other activities [that could conflict with the PSAT]."

However, the change in PSAT testing date is not without drawbacks. Odysseus Morgan, a sophomore, said, "I do not think [the change in PSAT testing date] is a good thing because it disrupts classes."

"If it's now on a Wednesday, it's going to be a bit stressful because you still have other homework to worry about and other things throughout the week to worry about, since it's straight in the middle of the week. If it's on a Saturday it will be easier because we still have Sunday to do our homework," Anika Mehra, a sophomore, said.

As a result of hosting the PSAT on October 14th from 7:45 a.m. to 11:15 a.m., classes for all grades will begin at 11:15 a.m. The Class of 2016, however, will have the opportunity to spend the day focusing on post- secondary planning.

Seniors like Matthew Liu are in support of this change.

"I feel like for seniors it is better because we get the morning off to focus on college activities and to help us reduce stress," Liu said.

The seniors are encouraged to spend the day visiting colleges, which will be marked as a No Count absence. If they choose not to visit colleges, they will participate in an assembly and post secondary planning workshops headed by the guidance department instead of attending their normal classes.

Bonnie Nguyen, a senior, says, "I can see how it could mess up teacher's schedules, but I think it is great that they are giving us a day to just visit colleges or see our options at the school assembly."

Jayson, Flynn participate in bands outside of school

■ Max Saltman
Social Media Editor

Ask any student: it's hard to think of one's teachers as having a life outside of the classroom. For a kid, a teacher is someone who practically lives at the school and thinks only of one subject all day. But for two of Lexington High School's teachers, this isn't the case.

Rachel Jayson, an orchestra teacher, and Patrick Flynn, a social studies teacher, both participate in music outside of the classroom. Their respective bands play a wide variety of music, with themes and melodies that may surprise some of their students.

Jayson is currently a violist in two bands: Jaggery and Walter Sickert's the Army of Broken Toys. Both bands are based out of the Boston area. In 2010, Army of Broken Toys was nominated for a Boston Music Award, "Best Live Performance."

"I didn't start playing in bands until I joined the two bands that I'm in now, which was six years ago," Jayson said. "I was in school, at Boston Conservatory, working on my master's in viola performance and my master's in music education, and through a good friend of mine, I had met these musicians in a Boston arts collective … and I played a show there. And two members of the Army of Broken Toys came up to me after the show and said, 'Will you play this gig with us?' After a couple of shows, they asked me to join the band."

Jayson got her start in music with string instruments.

"[I started] in elementary school, around the time kids start in Lexington, fourth grade. When I got to high school, I started playing viola!" Jayson said.

The influence that her performance career has had on her teaching, Jayson said, is evident. "In a way, being in a band makes me more comfortable in front of other people. I haven't had too much of a problem with public speaking in my life, but nothing makes me more comfortable than being on stage. Getting over being in front of hundreds of thousands of people, it makes the classroom a lot less scary!"

Jayson is not one to mix her life outside the classroom with her life within, but will sometimes mention her band to students.

"Usually if [my band] is relevant, I might bring it up, or on the rare occasion that we're playing an all-ages show. Once in a blue moon, a student might come, and that's always fun!" Jayson said.

Jayson's bands play a mix of "dark folk" and "steam crunk," a play on words of "steampunk," a subculture in which The Army of Broken Toys is often included due to the band members' Victorian-style costumes. The music isn't what one would hear the school orchestra play, but one can hear the sweeping sound of Jayson's viola in the song "Devil's in the Details" as well as many others.

Flynn, on the other hand, became more interested in music as a middle schooler. "I started listening to punk and hardcore in eighth grade, mostly due to the interest of my older brother, who was a huge fan of Nirvana," he said. "It was the first time alternative music was in the mainstream, on the radio." Hardcore music, Flynn said, is "punk taken seriously. Punk with an emphasis on the message and on the music."

In his first band, formed "the summer before freshman year of high school," Flynn got his first taste of teaching.

"I was going to play second guitar, but my brother was using the guitar that day, so I was like, I guess I'll just sing. We didn't really know what to do, so I said, here, let's do this, let's do that, and being in the music creation environment, I realized this is what I like: mustering up ideas, and creating things. I began to see myself in the light as a teacher," Flynn said.

Flynn was a member of a straight-edge (a hardcore style that emphasizes positivity, clean lifestyles, and honesty) band for several years. They toured overseas while Flynn was in college.

Flynn's experience with music, much like Jayson's, is helpful in the classroom.

"Being with young people and playing for a young audience as a musician, being so immersed in [music], it really hardwired an understanding of youth culture ... The positivity I experienced with music, I really like to think that that same positivity can exist in the classroom," Flynn said.

Flynn still enjoys playing music in his free time, but assures students that he "doesn't go world-touring anymore."

Recently, Jayson's band Jaggery "was asked by the Museum of Fine Arts in Boston to create a song cycle based on the work of Leonardo da Vinci and present it last spring as a part of a special exhibit of his sketches that were being shown. Each member of Jaggery wrote a piece and we performed it all

[TEACHER, page 7]

Photo courtesy of Josi Hoffman

Patrick Flynn performs in Essen, Germany in December 2008.

Lexington High School students and alumni perform in town center

■ Grace Wu
Features Editor

If at any point this past summer, passerby in Lexington town center found themselves unconsciously swaying to a catchy beat or melody, such impromptu music-making was most likely the work of several of Lexington High School's very own jazz musicians and alumni.

Hersh Gupta, a current senior at LHS and alto-saxophone player, joined LHS alumni Noah Harrington and Kira Daglio Fine in busking, or playing informally in public, over the break. Near the end of August, he played with Harrington, who plays double bass, near the checkerboard display in the center.

"Noah and I are passionate about playing jazz music and sharing it with others, and the summer was [the] perfect, relaxing opportunity to do so," Gupta said.

All three student musicians were part of the Jazz Combo, a school jazz group which often plays at a variety of venues throughout the year. As a result, all of them perform frequently and comfortably in public occasions and have performed in the town before.

Photo courtesy of Noah Harrington

Noah Harrington performs with fellow musicians.

This summer, the three students mainly played in duos, which provided a much smaller and informal dynamic than that of a larger group.

Harrington and Fine busked almost weekly near the depot and the checkerboard alleyway. Each time, both players would pull from an initial 'vocabulary' of simple tunes they both knew, but develop it afresh together on the spot. Playing in such an intimate arrangement, for all three, was a key highlight of their musical experience this summer.

"The beauty of jazz music is that it is a reflection of the present and being in the moment. It is about having a conversation, not reading a story off of a page," Gupta said. "Playing duo is a thrilling experience [because] each person has to know what they're saying and actively listen to the other in order for the conversation to be engaging and one worth listening to."

Harrington, who now studies music at Berklee College, said, "A duo makes it easier and harder; easier because you only have to worry about two people, you and them, but harder because there are fewer people reinforcing the song form with you - it's easy to get lost. If I missed a note or lost the song form, my partners would be there to catch me, and vice versa. That kind of practice made us better musicians, and we loved doing it."

The dynamic between the players, who have performed together frequently before, allowed them to be more musically bold as well.

Of her experience with Harrington, Fine said, "It was less of a performance and more of a musical experimentation. We fooled around and took a lot of risks… we always either chose something with challenging changes or a tune we were unfamiliar with."

Busking encouraged the three students to learn from each other, think differently about their music and grow together in a much more independent setting. The focus on simply inspiring and enjoying each other musically instead of performing formally for a fixed occasion set it apart from other usual ventures.

Harrington said, "There were no expectations when we played in the center. It was very natural, almost like breathing or taking a walk in a park and arguing good-naturedly with a friend about something you both love."

Ultimately, the students' genuine enthusiasm resonated with town members.

"People would stop to listen and drop a few bucks in, or lean in to tell us how much they liked our playing," Fine said.

In turn, Gupta said, "I hope that people's days were brightened by the presence of our music. Noah and I had a blast playing together, and I hope that joy reverberated in the minds of the passersby."

New Teacher Fun Facts

—facts and photographs compiled by Andrew Wang, Staff Photographer

Samantha St. Lawrence

» Had classes with Emma Watson in college
» Took a gap year and lived in Tasmania, where she worked in a girl's boarding school
» Was a trained opera singer in high school
» Can turn her feet backwards

Jill Gormisky

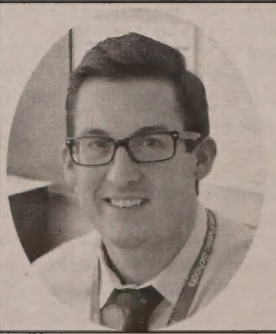
» Has only lived in Massachusetts for one year since moving from Illinois
» Was pulled up on stage at a Bon Jovi concert and danced with him nine years ago
» Likes cooking and reading
» Started working on a cornfield at age 13 detasseling corn

Zachary Abdu-Glass

» Graduated from Lexington High School in 2009
» Has lived on three continents: North America, South America and Asia (Middle East)
» Was on Sesame Street for an ad about toothpaste
» Broke nose on a bouncy castle

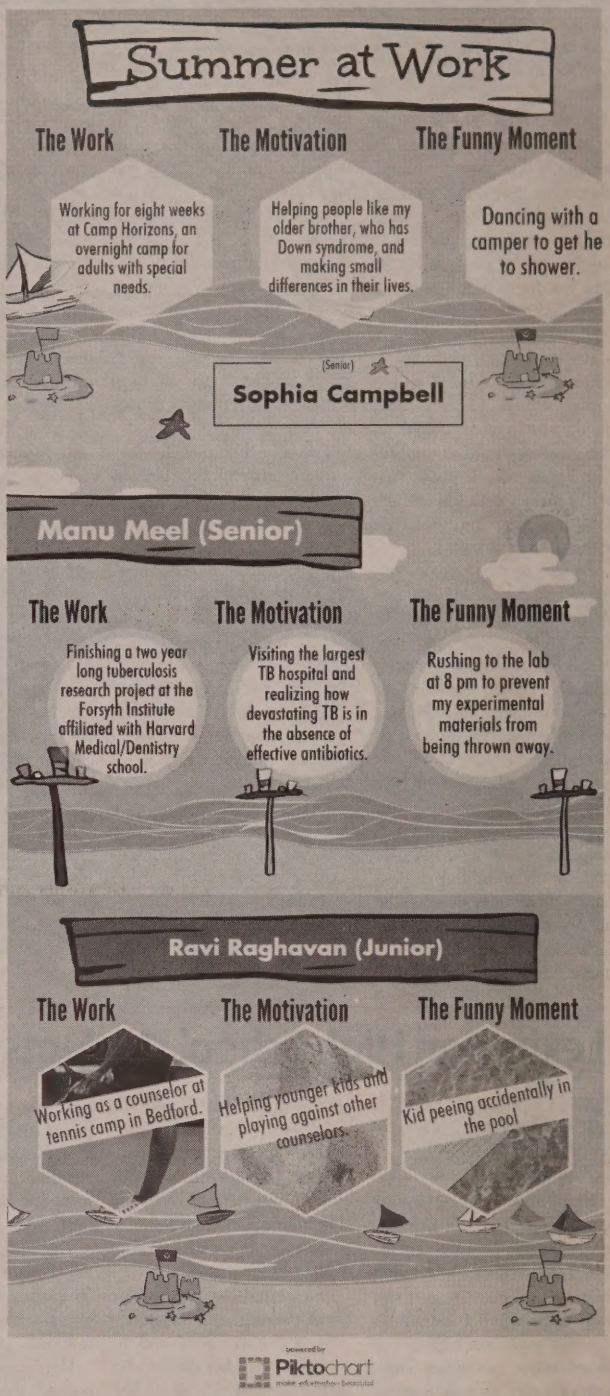
Jennifer Altreuter

» Has an M.D. but is not practicing
» Was a computer programming major in college
» Used to be on a triathlon team
» Was in the Peace Corps at St. Vincent and the Grenadines



Ryan Gendron

» Played football and baseball at Tufts University
» Had to receive 35 stitches from a piñata accident
» Went to the floating islands at Lake Titicaca in Peru last year and stayed with a native family
» Was married this spring in San Francisco


Summer at Work
The Work
The Motivation
The Funny Moment
Working for eight weeks at Camp Horizons, an overnight camp for adults with special needs.
Helping people like my older brother, who has Down syndrome, and making small differences in their lives.
Dancing with a camper to get he to shower.
(Senior)
Sophia Campbell
Manu Meel (Senior)
The Work
The Motivation
The Funny Moment
Finishing a two year long tuberculosis research project at the Forsyth Institute affiliated with Harvard Medical/Dentistry school.
Visiting the largest TB hospital and realizing how devastating TB is in the absence of effective antibiotics.
Rushing to the lab at 8 pm to prevent my experimental materials from being thrown away.
Ravi Raghavan (Junior)
The Work
The Motivation
The Funny Moment
Working as a counselor at tennis camp in Bedford.
Helping younger kids and playing against other counselors.
Kid peeing accidentally in the pool
powered by
Piktochart

SUMMER INTERNSHIPS

It is tempting to take summer as an opportunity to spend two months lazing around by the pool. However, every summer, several LHS students give up some of their free time to work at various internships across the country. An internship provides a chance to bolster college resumes and students are likely to gain work experience and personal independence. In the graphic above, Sophia Campbell, Manu Meel and Ravi Raghavan share their experiences with summer internships.

— compiled by Michelle Chong, News Editor

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30 Things You Hear on Every College Tour

— compiled by Kristin Tissera, Staff Writer

1) We have so many clubs, everyone will be able to find fun and interesting extracurriculars!
2) We have an award winning (insert sport here) team!
3) We have need-blind admissions.
4) Our dining halls are some of the best in the country!
5) Our newly renovated dorms have great facilities!
6) We have an Olympic-sized swimming pool!
7) We have a fitness center!
8) Our professors love working with undergraduates, and are easily accessible
9) We help students find internships through all kinds of programs.
10) GPA isn't the only thing we look at; we review applications with a holistic approach.
11) We want a well-rounded student body.
12) (Insert professor's name here) is famous for (insert invention here).
13) Notable alumni include (insert random semi-famous people's names here).
14) We have such great opportunities to study abroad.
15) Our partner school in (insert country here) is famous for their (insert random field of study here).
16) You pretty much choose your own roommate with our compatibility test.
17) We are now entering (insert building here) where (insert irrelevant event here) happened.
18) Right down the street, (insert historical event here) happened!
19) You can choose to live off campus, but most students love dorm life!
20) Each region of the country is assigned a Dean of Admissions.
21) This is our football field, where our team won (insert game here).
22) And here is our auditorium, where anyone can audition for our student-directed productions.
23) When you're a student here, you'll have access to (list of facilities).
24) We welcome students from all backgrounds, and our admissions teams know everything about the school you're coming from.
25) We have kosher and vegetarian and vegan options in our dining halls.
26)We have immense school spirit!
27) Our mascot is the (insert mascot here), it's name is (name)!
28) We have (number of essays) supplement essays, and here's some top secret information: the first question is "Why (school's name)?"
29) We can't wait to see you here next fall!
30) Any questions?

STUDY SPOTS- PAGE 1

Coffee Shop:

Caffeine aficionados are surely partial to study spots like Starbucks and Peet's Coffee. Working off-campus decreases the likelihood of running into distracting friends, but last time I checked, Starbucks doesn't sell textbooks behind the counter. To fully benefit from a study session in the town center, come prepared.

If you're willing to pay for a drink or a snack in order to get a seat, a local coffee shop provides a delicious-smelling location to draft an essay or finish an English reading assignment. Just make sure to bring headphones if indie acoustic and crying babies aren't pleasing to your ears.

Home:

When all else fails, home sweet home is study-ready 24/7. There's no competition for textbooks and computers, food and drinks are completely free, and you can pick whatever level of noise and distraction that works for you.

Sometimes a Netflix slack session may be tempting in such a familiar environment, and parents and siblings are guaranteed to bother you on an hourly basis. Luckily, Lexington is full of great study locations for every type of learner. As teachers begin to increase homework loads this fall, keep in mind the variety of study spots that are available around town.

Want more study tips? Check out lexmusket.com for 10 study hacks guaranteed to get you through the fall!

EDITORIAL- PAGE 2

is, so splitting the population in half would surely increase stress and foster unnecessary academic rivalries.

The most reasonable solution is to rebuild LHS altogether. Though the "California campus" gives LHS a chilly charm and fuels constant conversations about the weather, it is simply not practical in terms of space.

The new and improved LHS would likely be a mega-building that covers the expanse of all four current buildings and the Quad. By converting what was once the Quad into a large cafeteria and using the old Commons space as well as areas between buildings for new classrooms, the overcrowding problem would surely be solved for a few generations.

APPROPRIATION- PAGE 2

dia tends to focus on very-real material violence that torments minority populations, such as police brutality and racial profiling. However, as high schoolers, it is important to recognize how our actions, however small, also legitimize power relations. Cultural appropriation is one small section of seemingly benign actions that allow us to be complicit in structures of oppression.

TECH- PAGE 3

cal] problems and not have all the answers," Hobbs said.

DePesa's classes are no different. Brandon Farino, a sophomore and former student of DePesa, described how the constant malfunctions slowed down the class. "I thought that it was a bit inconvenient, because when problems arose, it would derail a very large portion of the class," he said.

The technology department will continue to develop and improve the iPad Pilot Program, with the goal of seamless and uniform technology integration into classrooms.

LEXHACK- PAGE 4

creativity, design and execution of each of the projects.

Jack Deschler, a judge at the event said, "Successful projects were ones that had a clear goal that was just at the edge of a team's reach. That way they could challenge themselves and still make something to completion. If a student wants to try LexHack next year but isn't sure, I encourage him or her to do so."

First place went to a hardware project that levitated a ping pong ball and could be controlled by moving a hand around. The members of the first place team each received SoundBot speakers.

The second place team received quadcopters for creating an app called Squadup which makes it easier for groups to meet up.

In third place was Commcomm, a Siri-like app that allows one to speak into the phone and have it perform actions.

The beginner prize went to Li's project, Panda Express, a game in which the user virtually produces Chinese food.

TEACHER- PAGE 5

as an 80-minute set in the museum's performance space." Jaggery will release an album on Jan. 7 at the OBERON American Repertory Theater in Cambridge, and Army of Broken Toys will release their EP on Oct. 17 at the Sinclair, also in Cambridge.

THANK YOU

to our generous donor for supporting the Musket! We couldn't do it without you!

- Heike Arendt

Note: We apologize if you donated and your name is not on our list. Please send an email to musketnews@gmail.com

Emily Devine: Field Hockey

Colin Cantwell
Sports Editor

LHS junior Emily Devine is a member of both the field hockey and ice hockey teams.

Devine grew up playing ice hockey, and decided to take up field hockey in sixth grade. She found the transition between the two sports to be easy.

"Aside from learning some rules and a few skills, I had a lot of the basics down already," she said. Since then, Devine has come to love the sport.

"It is just something I have grown truly passionate about over the years," she said.

Devine is taking on a new position this year, switching to midfield from defense.

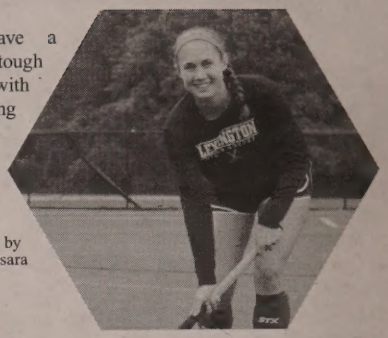
"My goal is to be a big scorer and playmaker in the offensive end and also help on the defensive end," Devine said.

"Additionally, I want to continue to grow as a player, teammate, and leader," she said.

Though the LHS team lost 10 seniors from last year, Devine hopes that the team can win the Middlesex League championship this year.

"We have shown potential to reach our goal, with the help of our coaches," she said. However, a league title will not be easy, according to Devine.

"We have a really tough league with some strong competitors," she said.



Staff photo by Anar Kansara

Taryn Waite: Swimming

Valerie Hsieh
Editor-in-Chief

Dressed in all-black attire - today's spirit theme is "ninja" - junior Taryn Waite describes the beginning of her swimming career as two of her teammates scribble a note on an orange traffic cone and drag it away.

Waite is unfazed by the encounter; the swimmers have been passing off cones throughout the day. This, apparently, is one of the less crazy spirit themes.

Staff photo by ChaoZheng Li

"There's also 'super swimmer day' ... It's where you wear a [swim] suit over your clothes and a towel [as a cape]. That one's kind of crazy but fun," Waite says.

Waite, who typically swims butterfly or freestyle, has been swimming since she was seven. She credits both her dad and her sister as people who first inspired her to swim. Even now, she cites swimming with her sister among one of her greatest swimming accomplishments.

"When I was a freshman and my sister [Briony Waite '14] was a senior, we were in a relay together and we came in third … That was really exciting that I got to do that with her," Waite said.

In addition to swimming for the Lexington High School team, Waite is also a part of the North Shore Swim Club. In contrast to the more individual-oriented competition of club swimming, Waite emphasizes the sense of camaraderie as one of the high school team's greatest strengths.

"I like that the high school team is more of a team sport .... We have to win meets, [so] we swim not just for ourselves but for other people … We have really good sportsmanship and we always share with each other," Waite says. "It's a really big team, so there's a lot of support."

Zachary Manickas-Hill: Cross Country

Richard Huang
Opinion Editor

Zachary Manickas-Hill is used to being ahead of the pack. Having played both hockey and soccer before starting running in seventh grade, Manickas-Hill is currently a national-level runner in both cross-country and track for LHS.

In his high school career, Manickas-Hill has competed and performed well in multiple invitational, state and national track and cross-country meets, both individually as well as in relays.

Manickas-Hill has a rigorous individual and team training routine, with workouts ranging from ladders, in which the distance is decreased and then increased, to long runs, which may exceed 15 miles.

In addition to individual goals, Manickas-Hill hopes to continue Lexington's success.

"Every season, we set out as a team to win invitationals, league meet, divisionals, and all-states," he said. "We have a lot of really strong runners, so I'm sure we'll be sending a bunch of kids to nationals for track."

As for the future, he has aspirations to qualify for D1 nationals for the mile by his junior or senior year in college. But for now, he is "just trying to enjoy this year and kick some butt." This year, Manickas-Hill has his eye on breaking a some school records, including the mile, two mile and 1000 meter in indoor track, and the mile, two mile and 800 meter during the outdoor season.

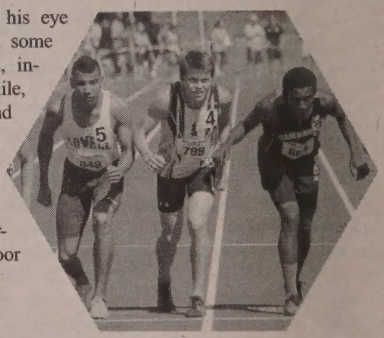


Photo courtesy of Zachary Manickas-Hill

Captains build leadership on field trip

Soumya Ram
News Editor

As part of a leadership-building event, 75 Lexington High School athletic captains took a field trip to Project Adventure on Sept. 29.

At Project Adventure, in Beverly, students were put into random groups where they played small games and used low ropes courses. By the end of the day, the groups had moved up to a high course which consisted of two trees bridged by a log six inches wide. According to senior Emelyn Chiang, the goal was to climb the tree blindfolded, walk across the log and pass the person coming up from the other side.

The trip provides an opportunity for sports captains to meet each other, interact and bond in an environment outside of LHS.

"[The trip] brings everybody together and just lets the kids who were leaders on their teams meet other kids who are leaders on their [respective] teams," LHS Athletic Director Naomi Martin said. "Usually leadership and the challenges and the rewards are shared…and [so] they team-build among themselves and learn something they can bring back to the team."

To many, this type of learning from fellow leaders is unique.

"Leaders usually learn from their teammates or their coaches, but how often do leaders get to learn from other leaders?" senior Aleesha Ye said. "I saw how dedicated all the captains were to their teams by the way they listened intently to their workshop leader giving leadership advice. Huge shoutout to LHS for providing us with this opportunity!"

According to Martin, LHS captains have been attending an annual Project Adventure trip for the last five years.

"It's one of my favorite days of the year, and [an opportunity] for students to be part of something larger than themselves," Martin said.

Upcoming Fall Sports Events

Oct. 19
Girls Varsity Field Hockey vs. Belmont (home)
Girls Varsity Volleyball vs. Belmont (home)

Oct. 20
Varsity Cross Country vs. Woburn (away)
Boys Varsity Soccer vs. Arlington (away)
Girls Varsity Soccer vs. Arlington (home)

Oct. 21
Girls Varsity Field Hockey vs. Arlington (away)
Girls Varsity Volleyball vs. Arlington (away)

Oct. 22
Boys Varsity Soccer vs. Woburn (home)
Girls Varsity Soccer vs. Woburn (home)
Girls Varsity Swimming vs. Wakefield (home)

Oct. 23
Boys Varsity Football vs. Belmont (away)
Girls Varsity Cheerleading vs. Belmont (away)
Girls Varsity Field Hockey vs. Woburn (home)
Girls Varsity Swimming vs. Arlington (home)
Girls Varsity Volleyball vs. Woburn (home)